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Part 1—Three Essential Elements for Effective Core Instruction

The first webinar in a 2-part series on simplifying RTI.

Wednesday, May 9, 2012
4:00 p.m. EDT

Presented by:
Mike Mattos





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Today's moderator

Carol Pearson

Director of Educational Partnerships

Primary phone: 800.733.6786 ext. 401

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Today's Presenter

Mike Mattos

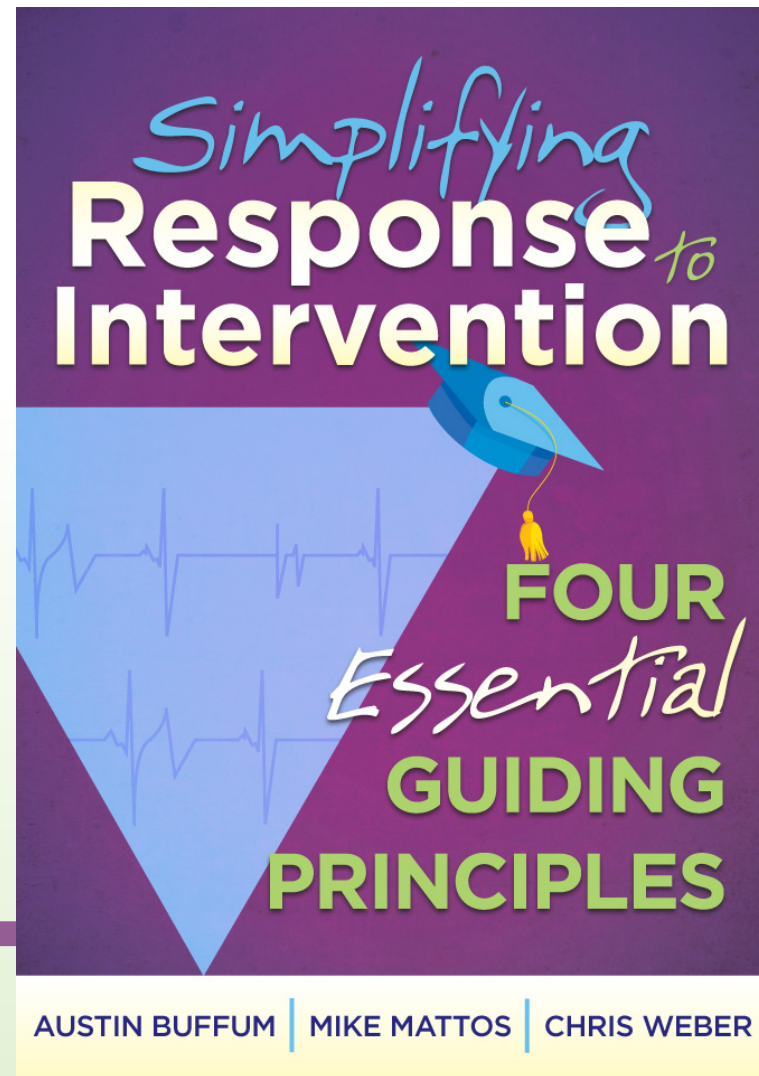
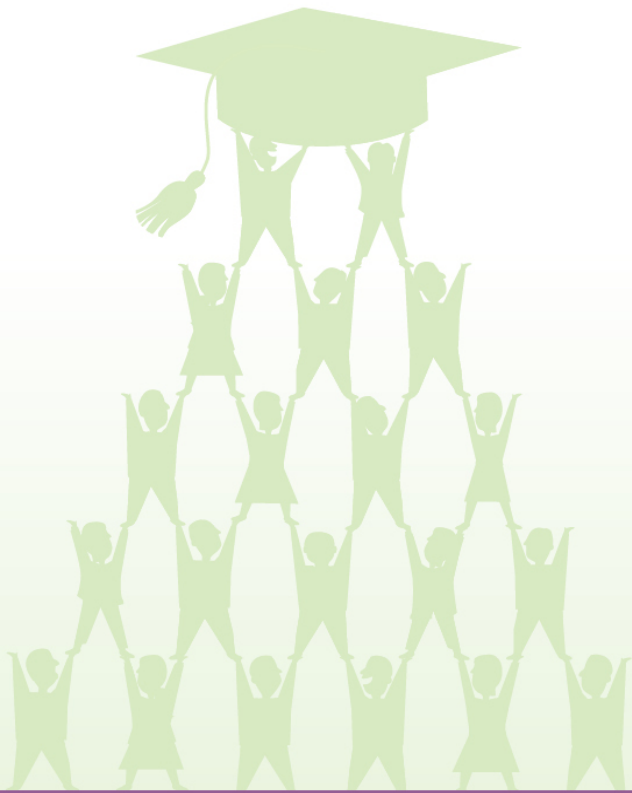
Mike Mattos, an author and a consultant, is recognized throughout North America for his work in the areas of response to intervention and professional learning communities. He is former principal of both Marjorie Veeh Elementary School and Pioneer Middle School in Tustin, California. At these schools, Mike used RTI and PLC practices to create a collaborative environment among his staff and improve learning for all students.

mikemattos@me.com

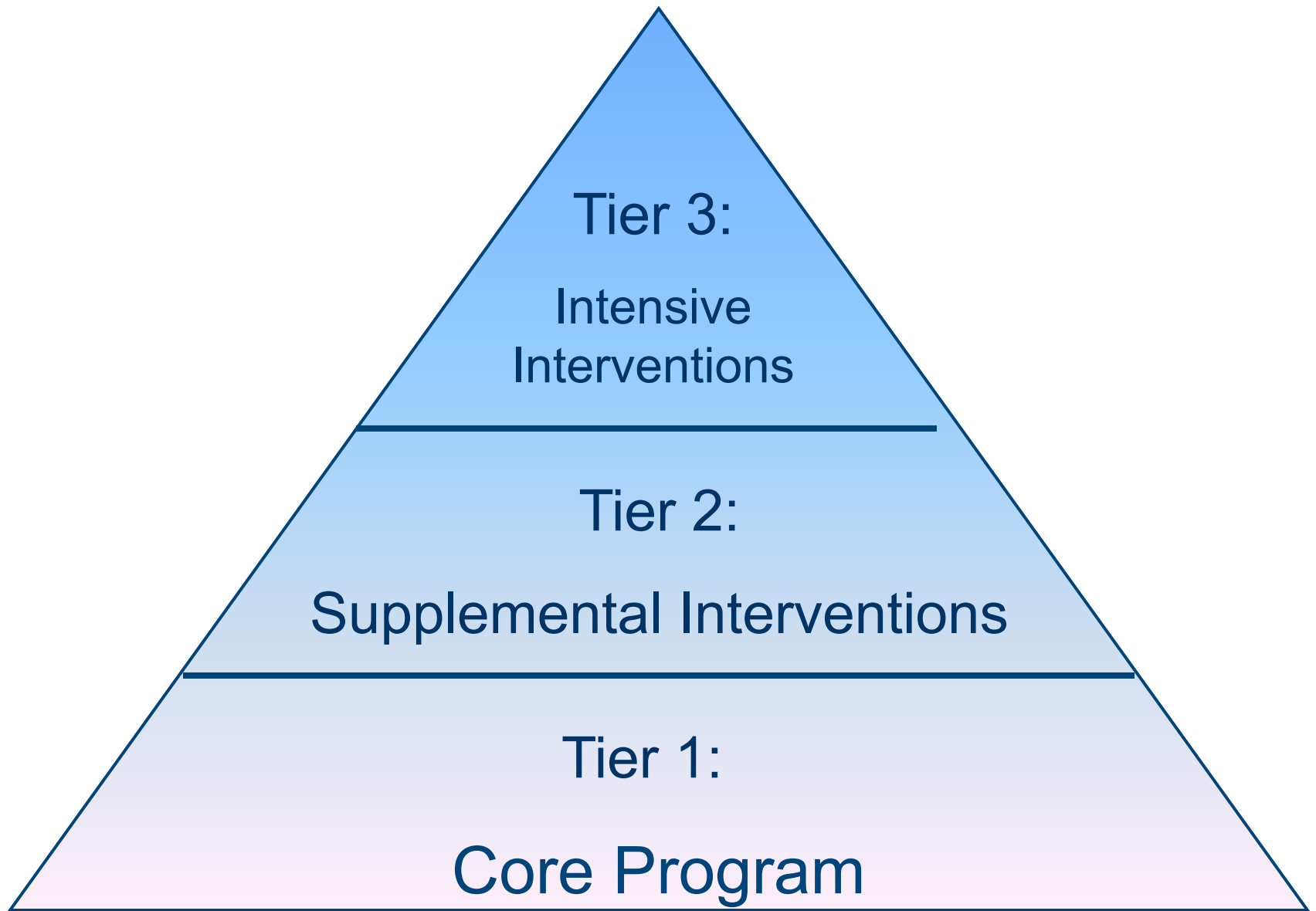
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Simplifying Response to Intervention: Three Essential Elements for Effective Core Instruction





Tier 1:

Core Program

Collaborative teams are the engines that drive a school's intervention efforts.



PLC Critical Questions:

I. What do we expect students to learn?



But don't we already have
state standards?



- “To cover all of this content, you would have to change schooling from K–12 to K–22....The sheer number of standards is the biggest impediment to implementing standards.”

- —Scherer, “How and Why Standards Can Improve Student Achievement: A Conversation With Robert J. Marzano,”
Educational Leadership (September 2001), p. 15



**Most teachers provide a
“self-selected jumble” of
standards.**

--Rosenholtz



**Most school have a “wild variation”
from teacher to teacher.**

--Berliner/Walberg



“Curricular chaos”

--Little/Sizer/Allington/Calkins



We are NOT making a list...
it is a process!



What Is It We Expect Students to Learn?					
Grade:	Subject:	Semester:	Team Members:		
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessment	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?

Essential Standards Criteria (Reeves, 2002, p. 54)

1. **Endurance:** Will this standard provide students with knowledge and skills that are valuable beyond a single test date?
2. **Leverage:** Will it provide knowledge and skills that are valuable in multiple disciplines?
3. **Readiness:** Will it provide students with knowledge and skills essential for success in the next grade/level of instruction?

Figure 4.2: Essential standards chart.

PLC Critical Questions:

1. What do we expect students to learn?
2. How do we know when they have learned it?

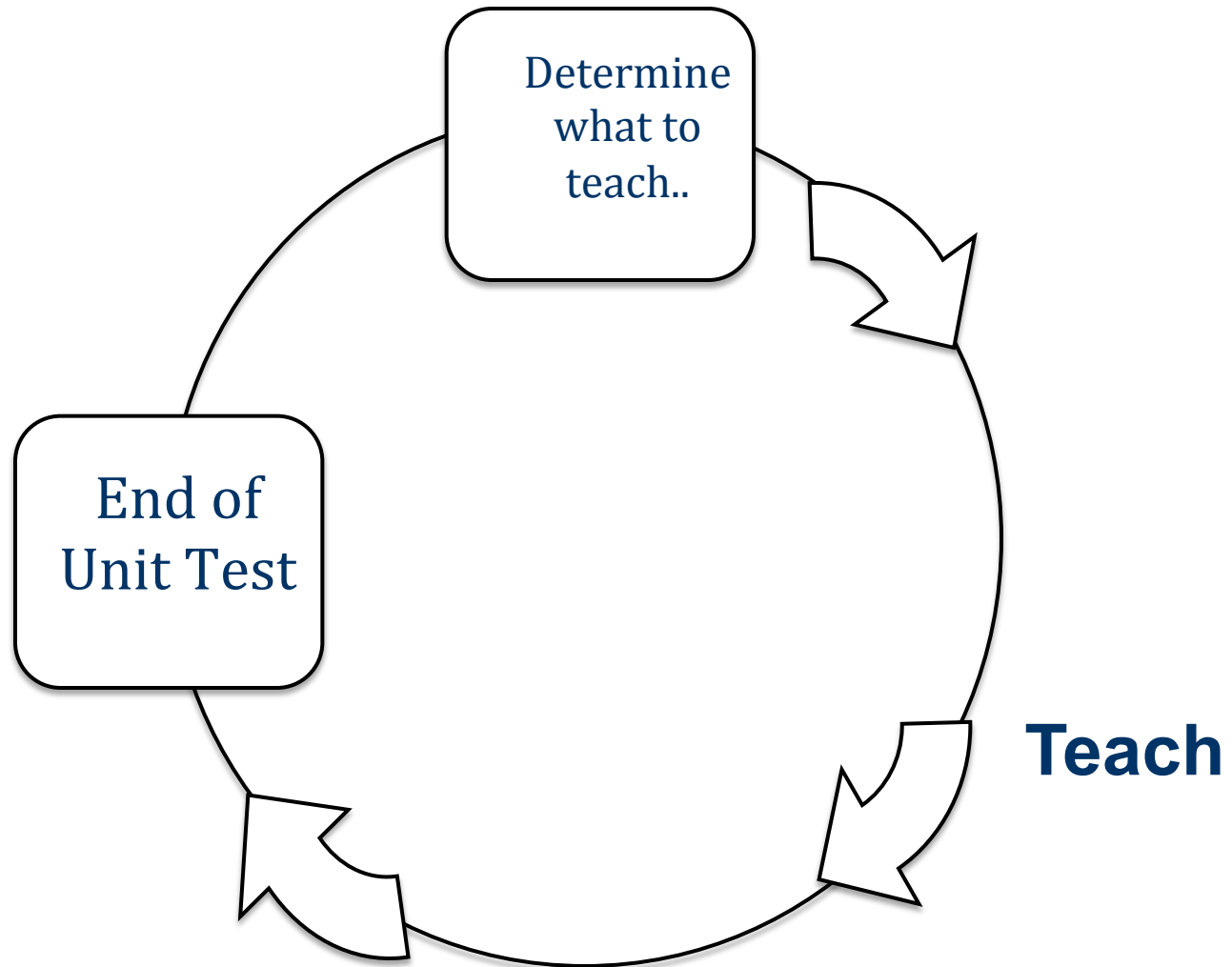


We would need to know to respond effectively when students don't learn?

1. Which students did or did not master **specific** essential standards
2. Which instructional practices did or did not work



Unit Plan:



3. How will we respond
when they don't?

Tier II Help

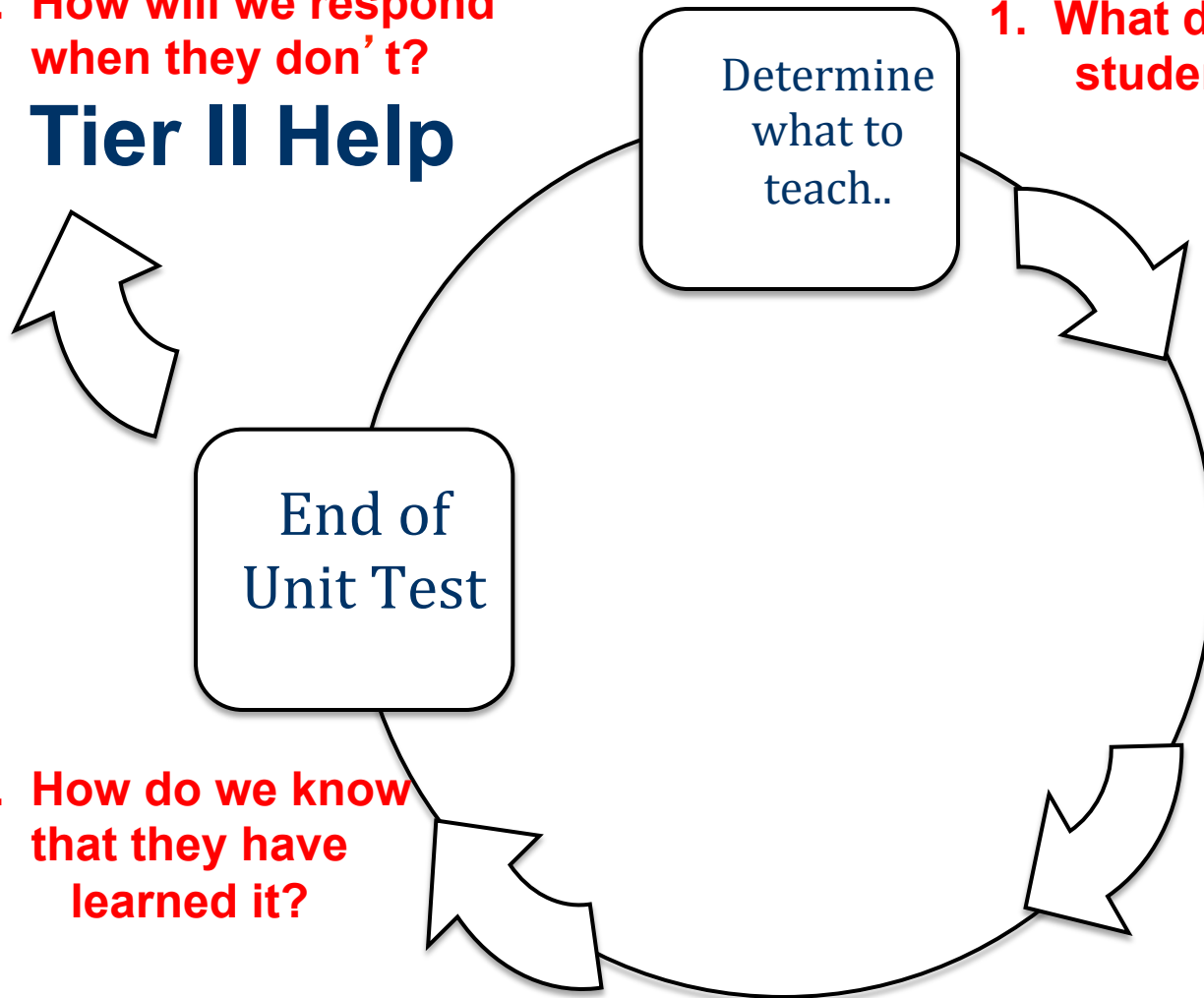
1. What do we expect our
students to learn?

Determine
what to
teach..

End of
Unit Test

2. How do we know
that they have
learned it?

Teach

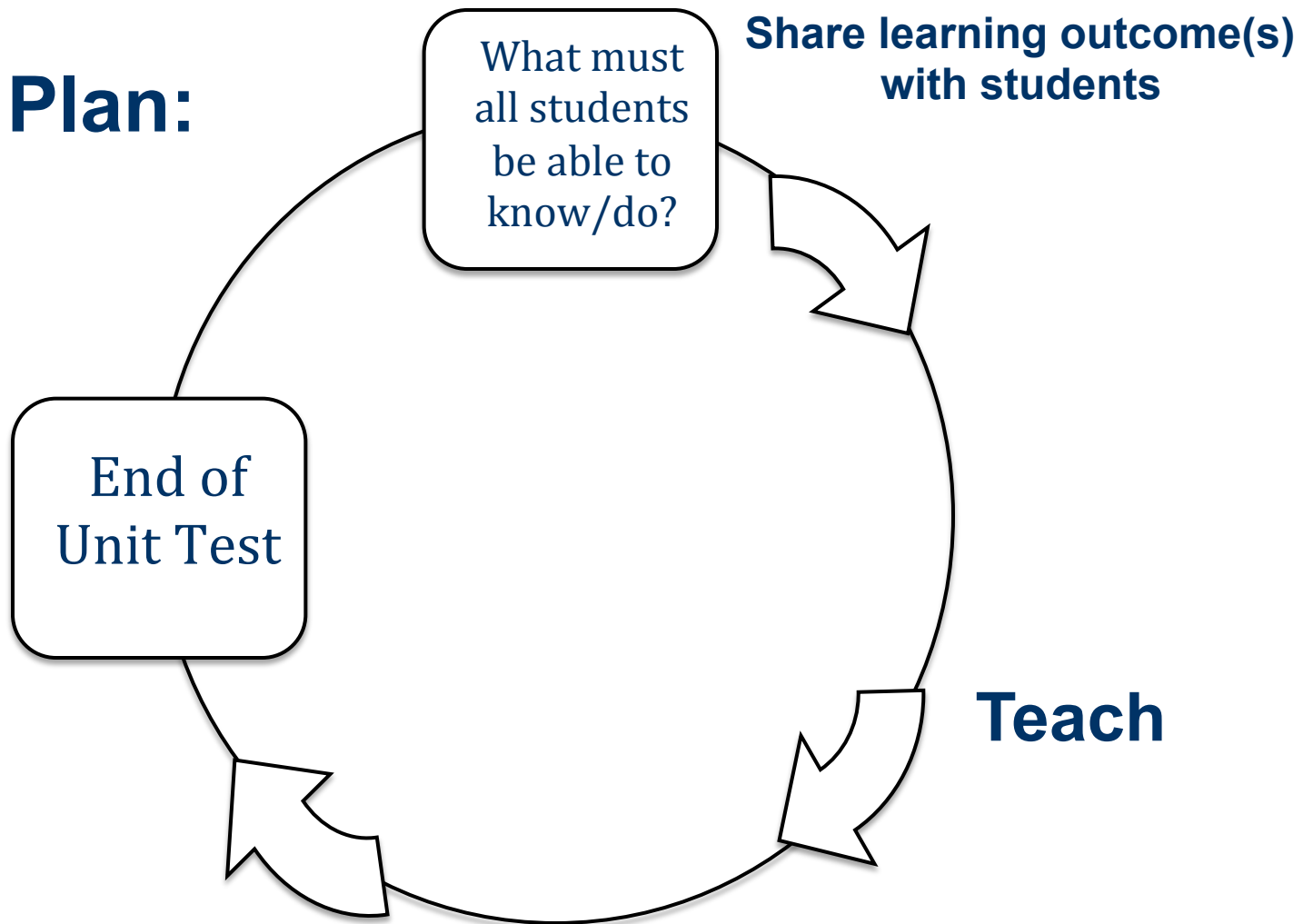


What if we would...

1. Determine student learning outcomes, and share with students.



Unit Plan:

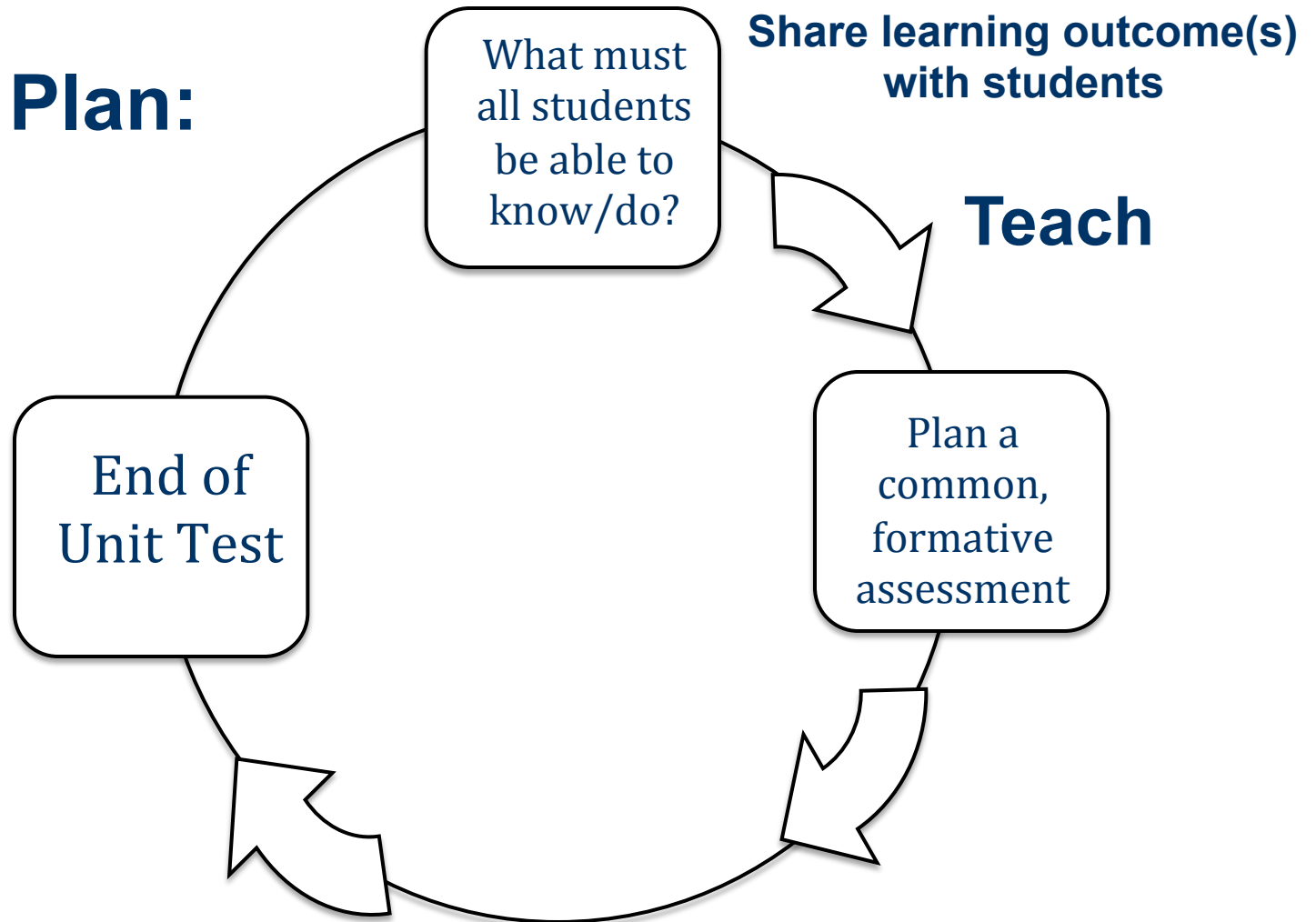


What if we would...

1. Determine student learning outcomes, and share with students.
2. Plan one common formative assessment during instruction.



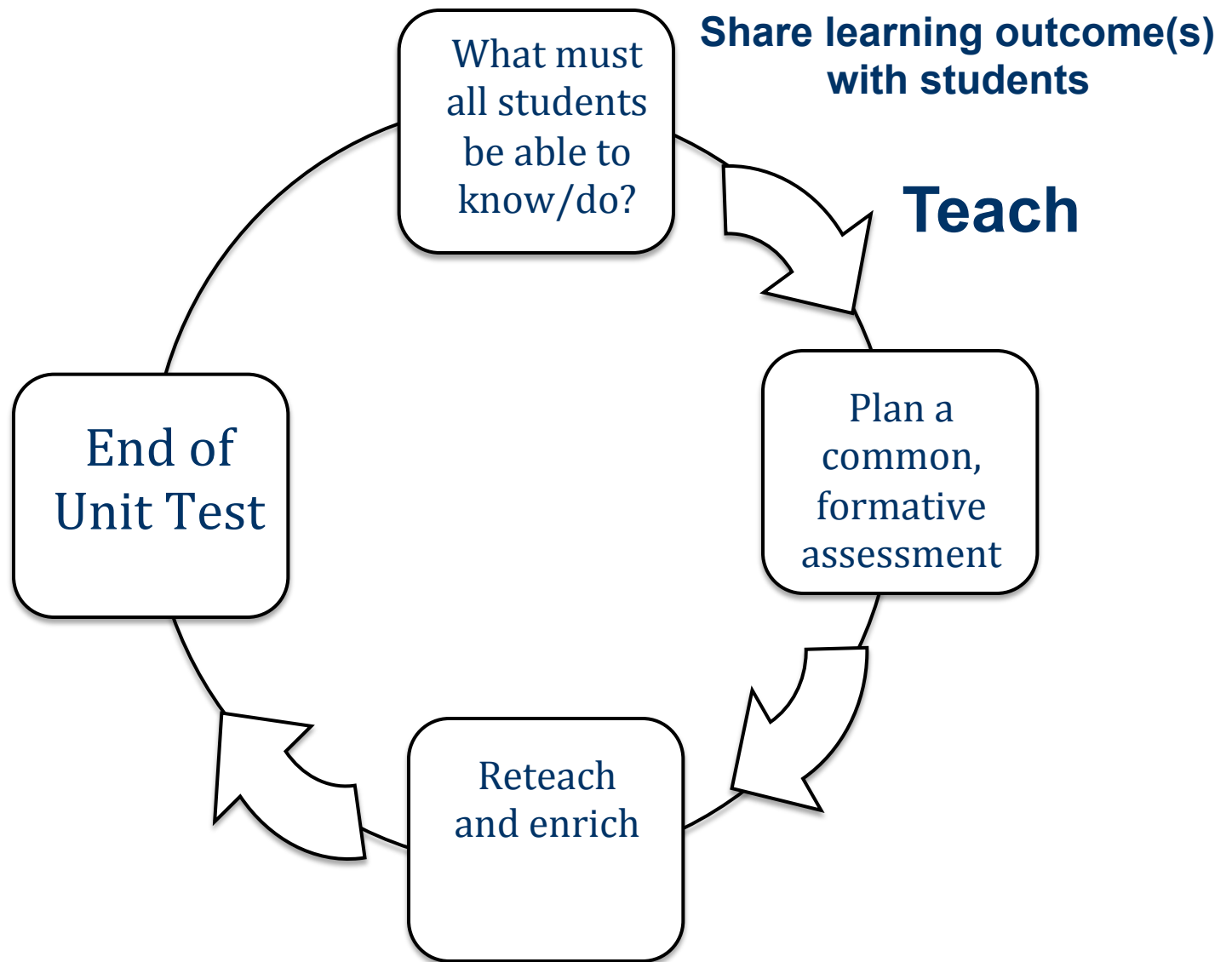
Unit Plan:



What if we would...

1. Determine student learning outcomes, and share with students.
2. Plan one common formative assessment during instruction.
3. Plan one day to reteach after analyzing common assessment.





3. How will we respond
when they don't?

Tier II Help

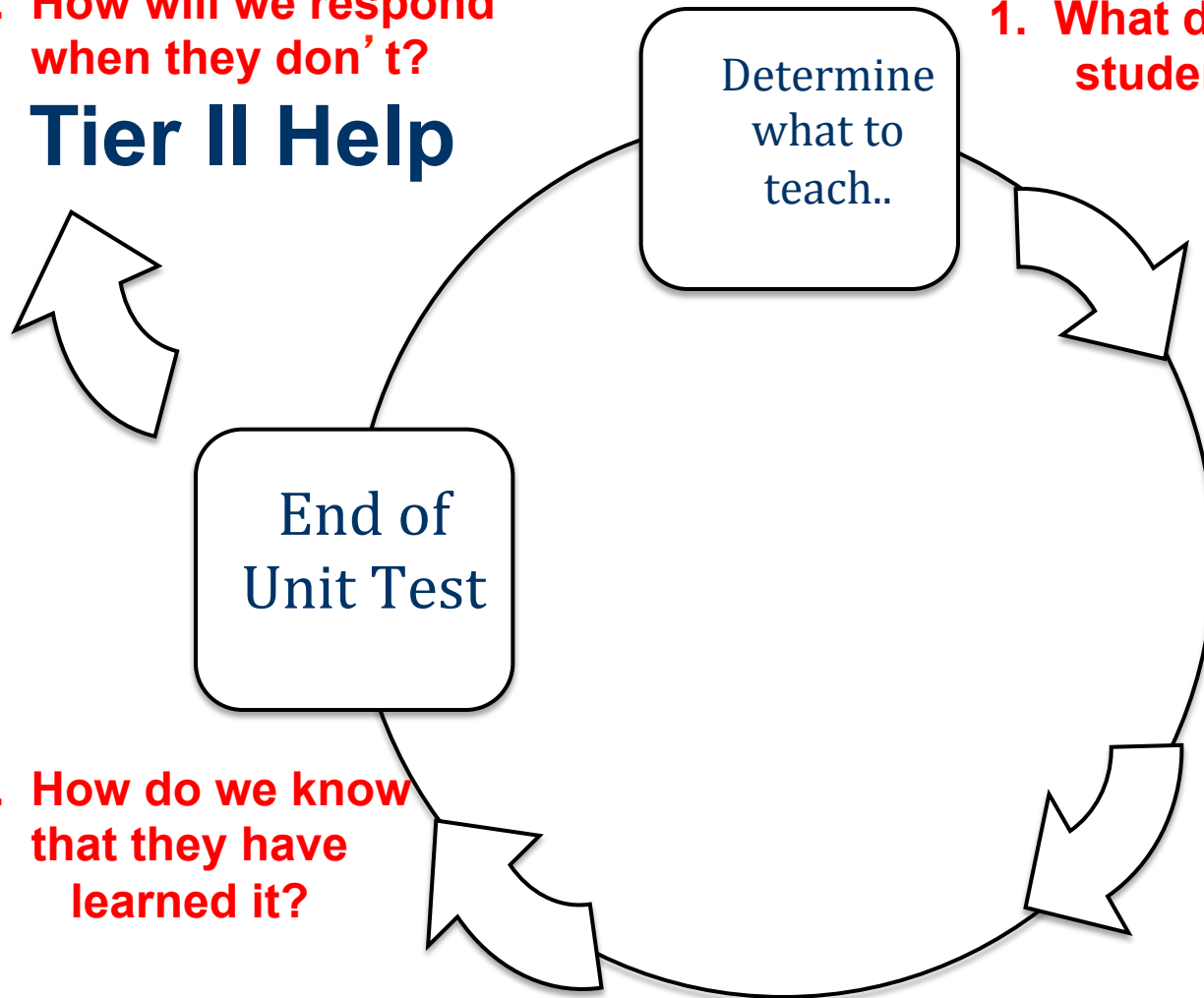
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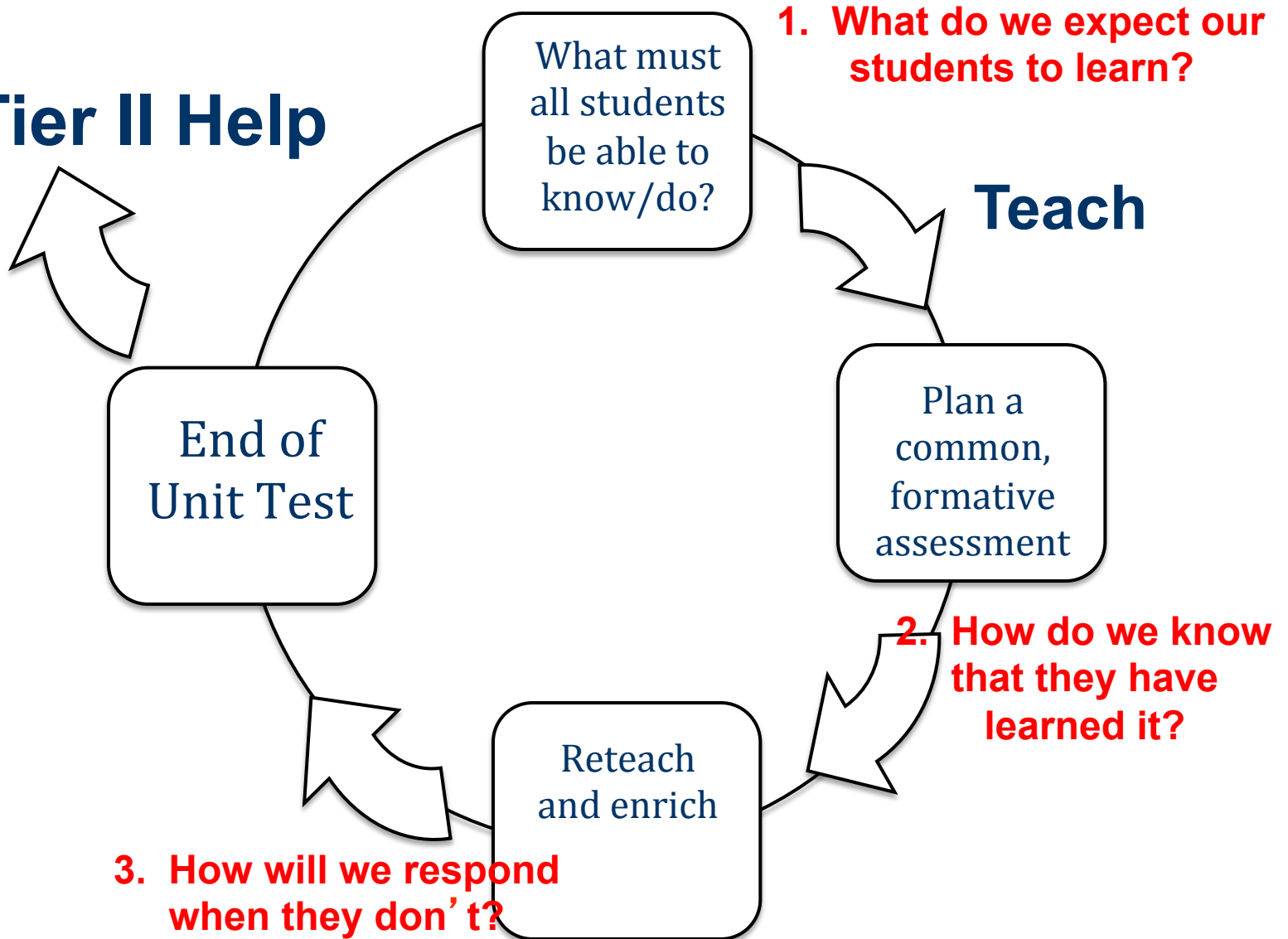
End of
Unit Test

2. How do we know
that they have
learned it?

Teach



Tier II Help



3. How will we respond
when they don't?

Tier II Help

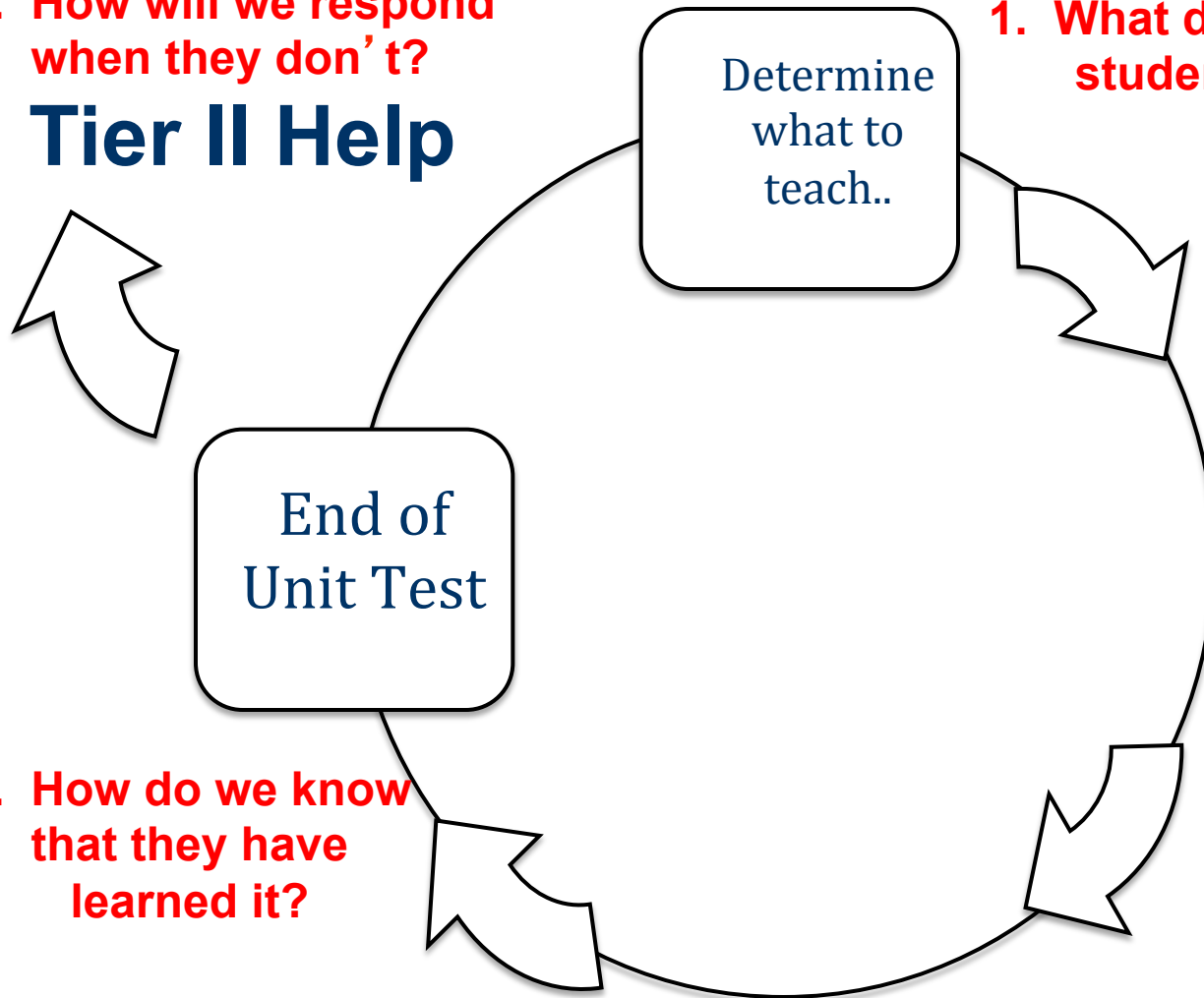
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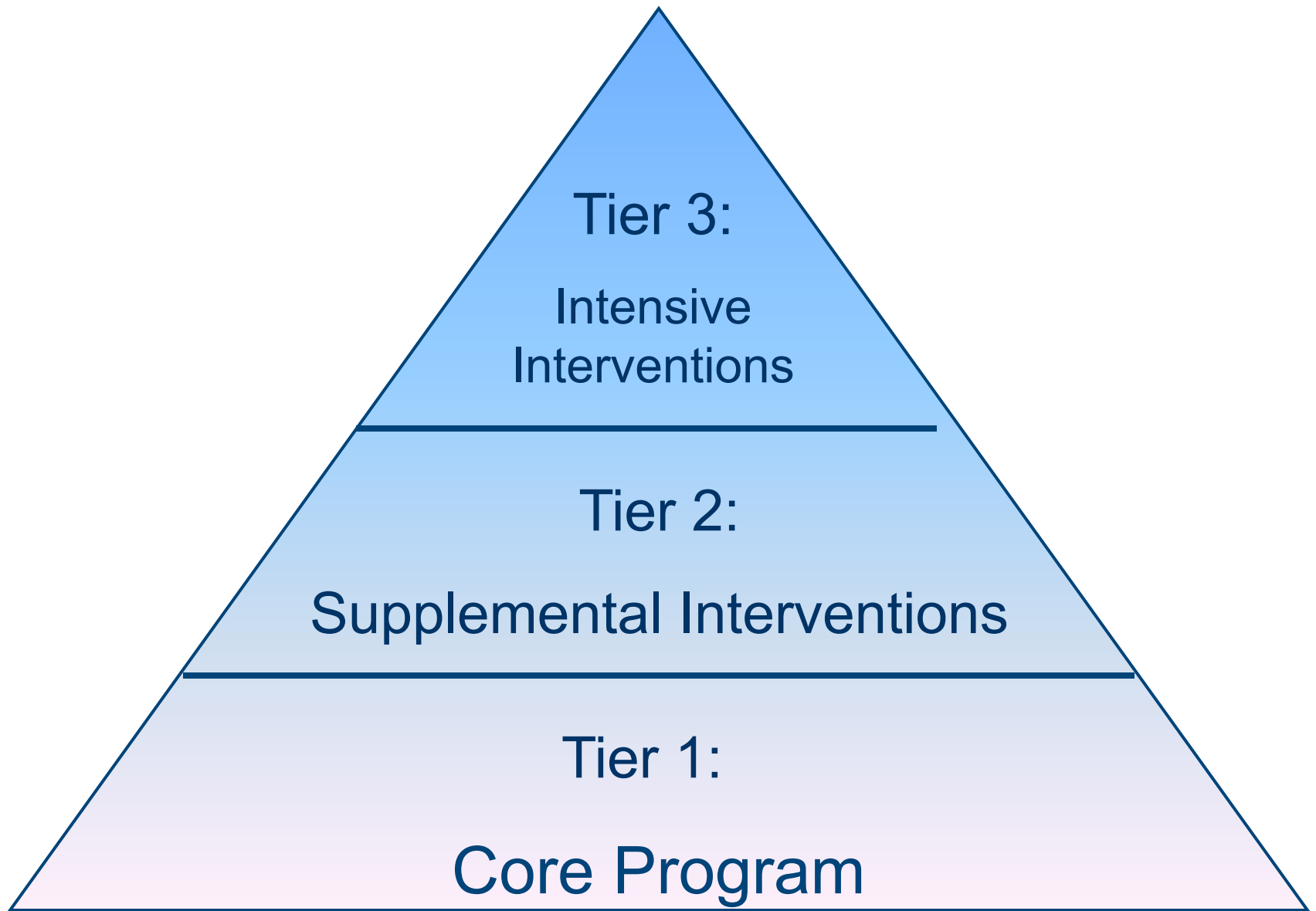
Teach





Tier 1:

Core Program



Questions?



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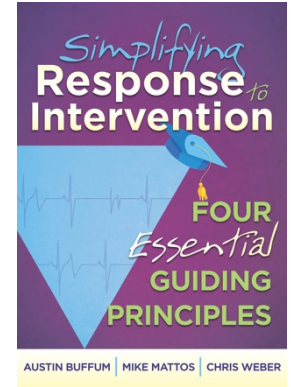
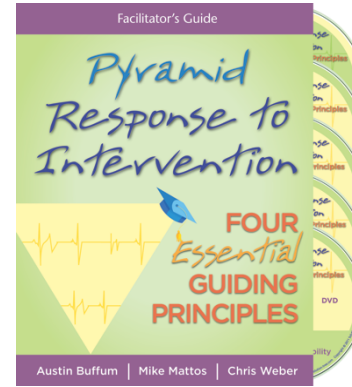
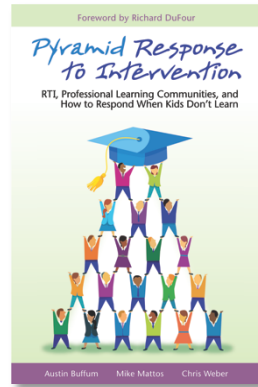


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Response to Intervention

RESOURCES

Books and DVDs



Online Course: Pyramid Response to Intervention

Presenters



Austin Buffum



Mike Mattos



Chris Weber



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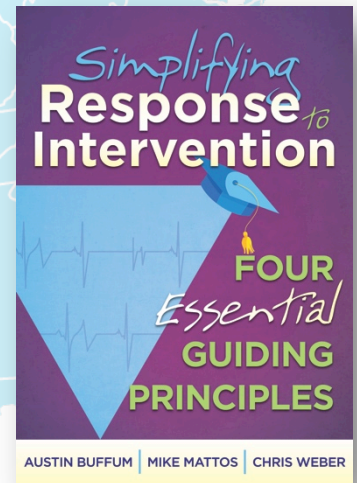
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